

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	Place date stamp here.
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2016 MAR 29 PM 12:23 Document Control Center Grants Administration </div>
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information					
Organization name	County-District #		Amendment #		
Valley View I.S.D.	108916				
Vendor ID #	ESC Region #			DUNS #	
1-741997418-7	1			024124798	
Mailing address			City	State	ZIP Code
9701 S. Jackson Road			Pharr	TX	78577
Primary Contact					
First name	M.I.	Last name	Title		
Ramiro Jr.		Balderas	CTE Director		
Telephone #	Email address		FAX #		
(956) 340-1100	rbalderas@vviewisd.net		(956) 843-8195		
Secondary Contact					
First name	M.I.	Last name	Title		
Monica Luna	M	Luna	Assistant Superintendent		
Telephone #	Email address		FAX #		
(956) 340-1009	mmluna@vviewisd.net		(956) 843-8688		
Part 2: Certification and Incorporation					

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Rolando	R	Ramirez	Superintendent
Telephone #	Email address		FAX #
(956) 340-1000	rramirez@vviewisd.net		(956) 8688

Signature (blue ink preferred)



Date signed
03/28/2016

Only the legally responsible party may sign this application.

701-16-102-087

Schedule #1—General Information (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 108916

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 108916			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Valley View I.S.D.'s location in one of the poorest counties in the state, a community that is 85.34 % economically disadvantaged, a Limited English Proficient (LEP) students population of 58.82%, and based on a needs assessment there is a great need to supplement the day curriculum with afterschool programming with creative, innovative and engaging activities that will increase academic student achievement and parental involvement. Valley View I.S.D. will provide students and the community with a variety of after-school enrichment activities at a safe, healthy, well supervised and structured environment that is drug-free and staffed with caring, competent and supportive teachers and staff at the eight community learning centers, Monday thru Friday between 3:15-7:15 PM throughout the Spring and Fall semesters, and Monday through Thursdays (four days per week, four hours per day, for six weeks) from 8 AM to 12:45 PM during the Summer, that will attract, recruit and retain 1st – 12th grade students to participate regularly and thus benefit from the program.

Activities will be based on campus needs assessments with a focus on 1). Promotion of specific activities that target students with specific academic needs; 2) T-STEM based activities that focus on Science, technology, engineering and math that are hands on, innovative, challenging and fun; 3) Provide ample opportunities for students to engage in fun, innovative and inviting academic (that target the core areas) and enrichment activities that include hands-on and research based instructional strategies that are aligned and complement the day curriculum; 4) Provide opportunities for students to develop and enhance talents and skills in several areas in a hands-on environment with proper supplies and materials for them to have access to a variety of intentional and well planned activities (e.g. academic and technology fairs, public presentations; etc) that incorporate innovative learning strategies that will actively prepare them for real-world applications and also increase parental involvement; 5) Promote workforce and college readiness through Go-Centers, counseling and guidance presentations, career and college fairs and mentoring by civic and business leaders; 6) Incorporate technology-based instructional programs (e.g. Virtual Learning, self-paced computer based instruction, etc.) in the core areas in order to increase academic achievement and increase graduation rates; 7) Promote and increase adult and parental participation by providing adult instructional activities (e.g., G.E.D., Adult ESL, Basic Computer Skills, etc.) and informational parental seminars; and 8) Provide the 21st Century program instructional team with a variety of training and education to properly align the curriculum with the after school activities to increase student achievement.

The needs assessment(s) used in this application was based past 21st CCLC program data and experiences. These data and experiences assist the planning committee to determine best practices, needed parental engagement activities, student activities that provide the highest "regular" student attendance, assist in closing achievement gaps and have the desired outcomes. Additionally, the needs assessments also determine what the 21st CCLC program will look like at each center—the number of participants, proposed student and parent activities, and the required staff and budget to successfully complete the program goals as required in the grant.

Internal monitoring is critical in ensuring that the stated objectives and activities occurring in the prescribed manner in order to achieve program success. The Project Director and each Campus site coordinator will closely manage and monitor the fidelity of implementation for all proposed activities and interventions on a daily, weekly, monthly basis. The 21st CCLC Project Director and will meet weekly with the Campus Site Coordinators to monitor and analyze data to ensure that the interventions and programming activities are implemented as designed and are relevant to the curricula that is used at each center.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Valley View ISD will provide over 12 hours of after-school/weekend instruction and/or academic assistance, enrichment, family and parental support, and college and workforce readiness activities through the eight planned centers throughout the school year, as well as six weeks of 21st CCLC activities during the summer. The program has been designed to offer students, grades 1 through 12, T-Stem academic and college and career readiness instructional activities that target technology and the core areas of reading, math, science and social studies in accordance models, design experiments and solve problems in a challenging yet fun environment where real learning becomes a by-product of this hands-on approach to instruction. Through the use of real-world applications, such as in robotics and engineering, the curriculum promotes and develops student knowledge and skill level in all core content areas while emphasizing the target areas of math and science, where the district's state assessment scores need the most improvement with a well thought out and planned curriculum. Every activity is specifically designed to address TEKS, End of Course and STAAR, and at the same time utilizes innovative and fun strategies designed to engage students at each age-level. Relying on a broad range of tools and sophisticated manipulatives, these structured activities compel students to build a strong knowledge-based foundation.

As a part of planned 21st CCLC program services, Valley View ISD buses will provide transportation services for all participating students of both after-school and summer academic, enrichment and college and workforce readiness activities. In addition, the district provides transportation assistance and other support services to families participating in adult education, family literacy and similar activities provided through the 21st CCLC program. As Valley View ISD is a rural school district where over 85.34% of the families served have been identified as economically disadvantaged, the provision of transportation services has proven critical to the student participation and overall success of all 21st Century CCLC program offerings

Valley View ISD's marketing and promotional plan for the program incorporates a variety of strategies in order to encourage community support and awareness. Valley View's 21st Century planning committee has designed these activities to ensure and foster regular and on-going communication of its after-school programs: 1) The district web page will contain information regarding the 21st CCLC program regarding center locations, types of programming, hours of operation, and contact information, 2) A brochure for distribution to community and/or business leaders, as well as additional stakeholders, 3) Public service announcements and press releases, and 4) Monthly Title I / 21st CCLC District-wide parent meetings. All communications designed to reach parents and family members will be made in dual language, Spanish/English formats to ensure that all members of the Valley View ISD community are included. In addition, all materials will be made available in accessible formats for individuals with disabilities

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 108916			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,692,145.00	\$	\$1,692,145.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$24,000.00	\$	\$24,000.00
Schedule #9	Supplies and Materials (6300)	6300	\$46,325.00	\$	\$46,325.00
Schedule #10	Other Operating Costs (6400)	6400	\$25,000.00	\$	\$25,000.00
Schedule #11	Capital Outlay (6600)	6600	\$12,512.00	\$	\$12,512.00
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,799,982.00	\$	\$1,799,982.00
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 108916			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	105		\$869,800.00
2	Educational aide	14		\$36,120.00
3	Tutor	11		\$38,040.00
Program Management and Administration				
4	Project director (required)	1		\$65,000.00
5	Site coordinator (required)	8		\$244,000.00
6	Family engagement specialist (required)	8		\$176,000.00
7	Secretary/administrative assistant	1		\$25,000.00
8	Data entry clerk	11		\$33,283.00
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title	11		\$37,100.00
20	Title	5		\$29,852.00
21	Title			\$
22	Subtotal employee costs:			\$1,554,195
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$3,400.00
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$134,550.00
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$137,950.00
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,692,145.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 108916		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluator (\$3,000 x 8 sites)	\$24,000.00
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$24,000.00
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$24,000.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 108916		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$46,325.00
Grand total:		\$46325.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 108916		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$25,000.00
Grand total:		\$25,000.00

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 108916			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2	Laptops	8	\$755.00	\$6,040.00
3	Printers	8	\$809.00	\$6,472.00
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$12,512.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	0	0%	Attendance rate	96.5%
Hispanic	4,515	99.80%	Annual dropout rate (Gr 9-12)	0.9%
White	9	.20%	Students taking the ACT and/or SAT	57%
Asian	0	0%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	3,861	85.34%	Average ACT score (number value, not a percentage)	22
Limited English proficient (LEP)	2,661	58.82%	Students classified as "at risk" per Texas Education Code §29.081(d)	69.78%
Disciplinary placements	1,431	29%		

Comments

Click and type here to enter response.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1	.3%	No degree	0	0%
Hispanic	281	97.2%	Bachelor's degree	275	95.1%
White	7	2.4%	Master's degree	14	4.9%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	83	28.7%	Avg. salary, 1-5 years exp.	\$43,620	N/A
6-10 years exp.	106	36.5%	Avg. salary, 6-10 years exp.	\$46,947	N/A
11-20 years exp.	67	23%	Avg. salary, 11-20 years exp.	\$53,405	N/A
Over 20 years exp.	18	6.1%	Avg. salary, over 20 years exp.	\$62,977	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	147	157	155	155	160	225	152	169	202	187	156	155	2,120
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	0	147	157	155	155	160	225	152	169	202	187	156	155	2,120

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Schedule #13—Needs Assessment

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Valley View ISD has conducted a campus needs assessment for each of the proposed center locations, and shall continue to conduct and review a comprehensive needs assessments twice yearly in order to ensure the continued effectiveness and responsiveness of its Center Service Delivery Plan for each center site. The comprehensive needs assessment process will be overseen by the Program Coordinator, with each site coordinator in collaboration with the Family Engagement Specialist and will be responsible for assessing the overall needs of the campus, including the identification of key campus staff to interview regarding the needs of the campus, and conducting a thorough analysis of all needs assessment data in order to plan and implement the activities designed to meet the identified needs. Each site's needs assessment will involve the completion of a 52-point Campus Needs Assessment Form, covering each of the four program components: Academic Assistance, Enrichment, College and Workforce Readiness, and Family and Parental Support services. In addition, the assessment will take into consideration the needs of the District's working families and will also require interviews with key campus staff, the completion of a Meeting Planner form and the completion of additional forms that will help to identify the needs of the overall campus environment as well as those of the program of extra curricular activities. The assessment will also necessitate the creation of campus/agency resource provider lists to further assist in the planning of activities to address identified needs of those students who are in most need of academic assistance. Currently, approximately 95% of new students to our district are Limited English Proficient and meeting their needs is urgent. Additionally, Valley View's 21st CCLC program will be aligned to the day curriculum and the Campus Improvement Plans and District Improvement Plan.

With a large population of "Winter Texans" in the Rio Grande Valley (approximately 64,000 retirees relocate to our area) between the months of October and April each year), Valley View ISD enjoys the benefits of this valuable human resource which offers the talent and experience of many dedicated community volunteers. Many of these volunteers are former teachers or experienced educators, but regardless of their backgrounds, they offer students a wealth of knowledge and experience from their varied walks of life. As an additional resource, the District will work with both the Pharr and the Hidalgo Chambers of Commerce w in efforts to recruit volunteers to serve as mentors/tutors for its after-school and 21st CCLC programs. Additional coordination with other civic groups, including the Rotary Club, the Lions Club, and others, will ensure representation from our population of local seniors who are willing to serve as mentor/tutors.

Schedule #13—Needs Assessment (cont.)**For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Attendance	Provide safe and clean facilities with flexible schedules and activities (based on needs assessments) and transportation services to encourage afterschool "regular" participation in order to improve student achievement.
2.	Improve academics	Provide academic and enrichment support for students through project and technology based activities, through research-based instructional strategies that are aligned with the day curriculum to increase student academic achievement.
3.	Improve Behavior	Provide counseling, mentoring, and drug prevention activities in the afterschool program that encourage our district students to attend school, and succeed academically, personally, and socially.
4.	Improve Promotion Rates	Provided extended opportunities for students to develop and enhance talents and skills in several areas, specifically in the academic core areas,
5.	Improve Graduation rates	Incorporate technology-based instructional programs (e.g., virtual learning, self-paced computer-based instruction, etc.) in the core areas in order to increase graduation rates by recovering lost academic credits needed for graduation.

Schedule #14—Management Plan

For TEA Use Only

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By TEA staff person:

County-district number or vendor ID: 108916		Amendment # (for amendments only):		
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Project Director	Bachelor's Degree, Masters Degree in Educational Administration. Previous experience in administering similar programs preferred.		
2.	Site Coordinator(s)	High School Diploma/GED ; minimum of 48 accredited college hours; English proficient; teaching or tutoring experience desired; Familiar with before and after school programs; Experience in recruiting students and parents; Familiar with objectives of the 21 st CCLC prog.		
3.	Family Engagement Specialist	High School Diploma / GED; Ability to communicate orally and in writing in both English and Spanish; Ability to work and communicate with parents, students and teachers; Knowledge of communities within school district; Ability to follow written and verbal instructions.		
4.				
5.				
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Attendance	1. Create A Needs Assessment	04/04/2016	04/08/2016
		2. Recommend Student Activities Plan	08/22/2016	09/23/2016
		3. Recruit and Hire Qualified Staff	08/22/2016	09/23/2016
		4. Student Recruitment and Retainment	08/22/2016	12/16/2016
		5. Internal Attendance Monitoring	09/05/2016	07/16/2017
2.	Improve Academics	1. Create a Needs Assessment	04/04/2016	04/08/2016
		2. Align Afterschool Activities w/Day Curriculum	09/02/2016	05/19/2017
		3. Academic Achievement Internal Monitoring	09/05/2016	07/16/2017
		4. Data Analysis of Benchmarks & State Assessments	09/05/2016	07/16/2017
		5. Staff Development	09/02/2016	05/19/2017
3.	Improve Behavior	1. Create A Needs Assessment	04/04/2016	04/08/2016
		2. Promote Mentoring	09/02/2016	05/19/2017
		3. Promote Drug Prevention	09/02/2016	05/19/2017
		4. Promote Counseling	09/02/2016	05/19/2017
		5. Internal Monitoring of Student Behavioral Data	09/05/2016	07/16/2017
4.	Improve Promotional Rates	1. Create A Needs Assessment	04/04/2016	04/08/2016
		2. Create Core Area Subject Activities	04/04/2016	04/08/2016
		3. Monitor Student Academic Achievement	09/05/2016	05/19/2017
		4. Meeting to Plan Hours of Operation	03/07/2016	03/07/2016
		5. Specifically Targeted Targeted Populations	04/04/2016	04/08/2016
5.	Improve Graduation Rates	1. Create A Needs Assessment	04/04/2016	04/08/2016
		2. Incorporate Technology-based Instructional Progm.	04/04/2016	04/08/2016
		3. Self-paced Computer-Based Instruction	04/04/2016	04/08/2016
		4. Fostering Campus & Community Collaboration	09/05/2016	07/16/2017
		5. Internal Monitoring of Graduation Rates Data	09/05/2016	07/16/2017
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.				

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 21st CCLC Program Director and Site Coordinators will ensure feedback through internal, external, and formative evaluations that assess the program's efficiency in meeting the stated goals and measurable objectives. Evaluations will be used to monitor and adjust the program as the stakeholders deem appropriate. These evaluations are needed to make on-going needed modifications, to have reporting systems, to ensure sound fiscal management, and efficient project operation leading to the success of Valley View's 21st CCLC Program. The program coordinator and campus site coordinators will conduct an analysis of all 21st CCLC programs and track the progress towards management target/goals. A variety of indicators will be used for these purposes, including: the independent evaluators's yearly report, progress reports, PEIMS reports, attendance rosters, lesson plans, activity reports, six-weeks and semester grades, STAAR and failure reports, and student, teacher, parent surveys. The absolute priority is for all students to meet and exceed the state and local standards in all curriculum areas. The data gathered pursuant to monitoring activities will be used to measure progress and serve as a basis for program modifications and fidelity of program implementation. Scores accumulated from progress reports, report cards, Accelerated Reader, and software generated reports will be used to gauge participants' academic improvement throughout the year. Program staff will monitor the academic progress reports, attendance, discipline referrals, program absence reports, behaviors, motivation and self-esteem. Analysis of the data will be performed on a frequent and continuous basis so as to yield feedback to the Program Director, site coordinators and assistant superintendents on a timely basis. The information will serve as a resource in the decision-making for continuous improvement in the program's implementation. All of these instruments will better assist the 21st CCLC staff to efficiently monitor the progress on a continuous basis and make any necessary adjustments. The 21st CCLC Program Director will implement ideas and principals based on the data collected to ensure compliance and continuous program improvement

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Valley View I.S.D.'s preliminary plan for continuation of 21st CCLC , after-school and summer programs relies upon continued community support and partnerships, local buy-in, technical assistance from TEA, and the increased reliance upon community resources to support the program's implementation. In addition, the district will continue to employ a service delivery model that leverages its funding and program services in order to maximize the positive impacts the 21st CCLC program will continue to have on students and the community at large. Valley View ISD has worked closely with both the City of Pharr and the City of Hidalgo in implementing many of its programs, and will continue its partnerships with both municipalities in its implementation of 21st CCLC programs, and in seeking additional funding that may be available for the community to continue to offer quality after-school programs. The district's plans for the continuation of 21st CCLC programs also calls for increased use of available local, state, and federal funding in order to maintain and expand after-school educational programs in the future. This comprehensive service delivery model will leverage educational services, available to students after school and in the Summer through a combination of federal, state and local funding streams, including Title I, Credit Recovery, Student Success Initiative, Bilingual Pre-Kindergarten and Kindergarten, the T-STEM Academy, Grants for Student Clubs, as well as Extended Year and Special Education services. In accordance with the Cycle 6 grant requirements, Valley View developed and maintained a sustainability after school program in and will continue to do so at the end of the Cycle 9 grant period.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	On-going Internal Monitoring	1.	Center data reports
		2.	P.E.I.M.S. reports
		3.	TX21st reports
2.	Base-Line Data in Core Area	1.	Benchmark results for each student
		2.	Pre & Post-test Data
		3.	Staff Feedback
3.	Comprehensive Needs Assessment	1.	Student Surveys
		2.	Parent Surveys
		3.	Staff Surveys
4.	District Advisory Council	1.	Assessments and program recommendations
		2.	Effectiveness and responsiveness of Center Delivery Plans
		3.	Campus/Agency provider lists
5.	External Evaluator	1.	Aggregate and disaggregate data for each site
		2.	Program Summative Evaluation
		3.	Commendations and Recommendations

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 21st CCLC Program Director will work closely with the district PEIMS Coordinator and the school attendance clerks of each campus to gather baseline measures for all data pertaining to 21st Century program participants. At the district level, and under the direct supervision of the Program Director, the 21st CCLC clerks will enter and maintain student data into the 21st CCLC Tracking System to include: student grades in core content areas (English/reading/language arts, math, science and social studies), student attendance during the regular school day, student behavior reports and referrals occurring during the regular school day, six and semester grades, reports on the types of courses and activities offered, program attendance, staffing information, partnership activities, and reporting information from other funding sources. The Project Director will work in coordination with the PEIMS office to ensure that all student information and educational records are kept confidential, and that all requirements of FERPA are strictly maintained. The district currently has strict policies in place prohibiting the downloading, removal or transfer of student level information outside of district facilities.

The success of the 21st CCLC Program relies heavily on data collection and analysis as well as continuous communication and collaboration between and amongst all stakeholders. Students will be referred to after-school tutoring services at a school site by classroom teachers, counselors, and/or parents. Referral forms will identify areas of special needs for each student based on classroom and/or benchmark performance and additional testing data. The site coordinator in collaboration with the Family Engagement Specialist will compile 3rd-week progress reports, six-weeks and semester grading data in order to monitor student progress. The site coordinators will play a critical role in the recruitment efforts who will work closely with the teachers, counselors and principals of their campus to identify those students with the greatest need for academic remediation and enrichment activities. At the secondary level the site coordinators will also work with the counselors to identify those students in need of workforce readiness and college readiness activities. The coordinators from each campus will use student data to assist the counseling department in making presentations to parents as a part of the programs overall recruitment efforts. Additional promotion and recruitment will take place through the district newsletter, program brochures/flyers, in-school announcements.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Valley View ISD will provide 15 hours of after-school instruction and/or academic assistance, enrichment, family and parental support, and college and workforce readiness activities through the eight planned centers throughout the school year, as well as four weeks of 21st CCLC activities during the summer. The program has been designed to offer students, grades 1 through 12, T-Stem academic and college and career readiness instructional activities that target technology and the core areas of reading, math, science and social studies in accordance models, design experiments and solve problems in a challenging yet fun environment where real learning becomes a by-product of this hands-on approach to instruction. Through the use of real-world applications, such as in robotics and engineering, the curriculum promotes and develops student knowledge and skill level in all core content areas while emphasizing the target areas of math and science, where the district's state assessment scores need the most improvement with a well thought out and planned curriculum. Every activity is specifically designed to address TEKS, End of Course and STAAR, and at the same time utilizes innovative and fun strategies designed to engage students at each age-level. Relying on a broad range of tools and sophisticated manipulatives, these structured activities compel students to build a strong knowledge-based foundation.

As a part of planned 21st CCLC program services, Valley View ISD buses will provide transportation services for all participating students of both after-school and summer academic, enrichment and college and workforce readiness activities. In addition, the district provides transportation assistance and other support services to families participating in adult education, family literacy and similar activities provided through the 21st CCLC program. As Valley View ISD is a rural school district where over 85.34% of the families served have been identified as economically disadvantaged, the provision of transportation services has proven critical to the student participation and overall success of all 21st Century CCLC program offerings.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Valley View ISD's marketing and promotional plan for the program incorporates a variety of strategies in order to encourage community support and awareness. Valley View's 21st Century planning committee has designed these activities to ensure and foster regular and on-going communication of its after-school programs: **1)** The district web page contains information regarding the 21st CCLC program regarding center locations, types of programming, hours of operation, and contact information, **2)** A brochure for distribution to community and/or business leaders, as well as additional stakeholders, **3)** Public service announcements and press releases, and **4)** Monthly Title I / 21st CCLC District-wide parent meetings. All communications designed to reach parents and family members will be made in dual language, Spanish/English formats to ensure that all members of the Valley View ISD community are included. In addition, all materials will be made available in accessible formats for individuals with disabilities.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Valley View ISD seeks to implement after-school programs that do not simply duplicate or extend the school day, but instead offer high-interest alternatives that supplement school-day learning in a variety of ways. Through the implementation of its 21st CCLC program, the district seeks to bridge the after-school and the school day, but emphasize the importance of protecting the unique after-school environment from becoming too much like school, which has been cited as an important objective of effective after-school programs (Noam, Biancarosa, & Dechausay, 2003). In this model, a balance is sought between "**extended learning**" and "**enriched learning**," the former tightly aligned with the school day in the form of tutoring and/or homework help, and the latter more flexibly aligned with the school day and taking many forms, including project-based learning and hands-on activities. This flexible approach relies upon innovative teaching strategies, as well as technology-based, hands-on activities **aligned with student interests**. In this vein, the district will be increasing course/activity offerings that increase college and workforce readiness and provide relevance in science, engineering and math, and in technology exploration in the areas of instructional television, telecommunications, and other computer-based exploration connected to the regular curriculum which will increase student achievement.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Valley View ISD 21st CCLC program will continue to leverage program services and resources, where allowable, in order to coordinate its various programs in the most efficient and cost-effect manner possible, while still providing the highest level of educational services to its students. 21st CCLC courses will be coordinated with additional educational services available to students through a combination of federal, state and local funding streams, including Title I, Credit Recovery, Student Success Initiative, Bilingual Pre-Kindergarten and Kindergarten, Extended Year and Special Education services. Additional initiatives, each with their own funding source, such as the Texas Science, Technology, Engineering and Mathematics (T-STEM) Academy, the Forensics Club, the Robotics Club, shall also provide after-school and summer academic enrichment activities for students with funding leveraged from additional state and local sources.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Valley View ISD seeks to implement after-school programs that do not simply duplicate or extend the school day, but instead offer high-interest alternatives that supplement school-day learning in a variety of ways. Through the implementation of its 21st CCLC program, the district seeks to bridge the after-school and the school day, but emphasize the importance of protecting the unique after-school environment from becoming too much like school, which has been cited as an important objective of effective after-school programs (Noam, Biancarosa, & Dechausay, 2003). In this model, a balance is sought between “**extended learning**” and “**enriched learning**,” the former tightly aligned with the school day in the form of tutoring and/or homework help, and the latter more flexibly aligned with the school day and taking many forms, including project-based learning and hands-on activities. This flexible approach relies upon innovative teaching strategies, as well as technology-based, hands-on activities **aligned with student interests**. In this vein, the district will be increasing course/activity offerings that increase college and workforce readiness and provide relevance in science, engineering and math, and in technology exploration in the areas of instructional television, telecommunications, and other computer-based exploration connected to the regular curriculum

The Valley View ISD 21st CCLC program will continue to leverage program services and resources, where allowable, in order to coordinate its various programs in the most efficient and cost-effect manner possible, while still providing the highest level of educational services to its students. 21st CCLC courses will be coordinated with additional educational services available to students through a combination of federal, state and local funding streams, including Title I, Credit Recovery, Student Success Initiative, Bilingual Pre-Kindergarten and Kindergarten, Extended Year and Special Education services. Additional initiatives, each with their own funding source, such as the Texas Science, Technology, Engineering and Mathematics (T-STEM) Academy, the Forensics Club, the Robotics Club, shall also provide after-school and summer academic enrichment activities for students with funding leveraged from additional state and local sources.

Valley View ISD has developed a management plan for the administration of 21st CCLC programs that includes all necessary elements and control functions to ensure an effective and efficient program implementation. These elements include on-going planning, technical support, financial accountability, human resource management, performance monitoring, evaluation and progress reporting to stakeholders and the Texas Education Agency. The project will include a 21st CCLC Program Director, responsible for managing the day-to day operation of the program, the supervision and evaluation of staff (including 8 full-time site coordinators and Family Engagement Specialists), and the coordination of all project activities according to the grant timeline. Between 84 and 118-certified teachers and 6 to 16 college tutors will be employed to implement all program instructional elements and to guide student academic progress. The Project Director will report weekly to the Asst. Superintendents, and will meet monthly with administrators, teachers, and partner liaisons to discuss academic and program progress, challenges in program implementation, and to provide staff training and other administrative matters. In addition, the Project Director will meet twice with the Community Task Force committee members, along with campus principals, teachers, and community partners to review progress toward meeting program deliverables, to solicit feedback, and evaluate program services. During the bi-monthly director's and coordinator,s meetings with the superintendent, verbal briefings will be provided covering all aspects of the 21st CCLC. Additionally, the project director will implement recommendations as reported in the Cycle 9, Year 1 Independent Evaluator's report in order to continue with a high quality, efficient and effective 21st CCLC program at our district.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☒ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Valley View ISD enjoys strong collaborative relationships with various local community-based agencies and additional community partners that will enable the district to continue to offer essential educational and enrichment programs for its students. These project partners include: the City of Hidalgo Youth Center which will offer the use of its community center and swimming pool to by providing lifeguards and swimming instructors to service all 21st CCLC program participants; Communities in Schools that provide social guidance and academic and enrichment services. Additionally, V.V.I.S.D. had entered into an MOU with South Texas College to support the district's efforts in STEM activities. Our T-STEM Early College High School Academy will also serve as a laboratory or incubator aligning STEM and other career pathways between STC and all high Schools in the Valley View School District. This unique approach is intended to build the capacity to take this alignment to scale in order to offer similar opportunities to all high school students in our school district.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

VVUSD's leadership team has extensive capacity, infrastructure, and experience, in the provision of educational programming, the implementation of school-based interventions, and data collection and statistical analysis. Current staff is certified has extensive grant programming implementation knowledge and experience. Data collection and analysis will be used to analyze and monitor center programming and to assist each site to identify, recruit and retain the students that are in greatest need of academic assistance in the core areas, incorporate best practices that have an even greater positive influence on student outcomes, and align the afterschool curriculum to day programming.

Additionally, each Center Delivery plan will incorporate **Theory of Change** in which students in most need of academic assistance are provided with structured after school academic interventions in core subject areas incorporating evidence and research-based best practices. As a result each center's participants will achieve improved grades, improved assessment scores, and increase their promotion and graduation rates.

Center programming, formative assessments, pre-and post-tests and targeted interventions will provide additional methods for monitoring student progress and will ensure that the students are receiving relevant instruction and after-school interventions and that the Center Delivery Plan is on target. Internal monitoring by the Site Coordinator, Family Engagement Specialist and Project Director is key in ensuring that the stated objectives and activities are occurring in order to achieve program success.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Evidence-based research indicates that after-school programs can positively impact student outcomes. For example, several studies demonstrate that students who participate in after-school programs achieve **higher grades** and **higher standardized test scores** than students who do not participate in after-school programs (Hamilton & Klein, 1998; Huang, Gibbons, Kyung, Lee, & Baker 2000; Schinke, Cole, & Poulin, 2000; Tierney, Grossman, & Resch, 1995; White, Reisner, Welsh, & Russel, 2001). Other outcomes such as improved attitudes toward school, higher expectations for school achievement, better classroom work habits, and higher attendance rates, especially for low-income students, have also been documented (Brooks, Mojica, & Land, 1995; Posner & Vandell, 1994; Schinke, Cole, & Poulin, 1998; Tierney et al., 1995).

Faced with the implementation of the End of Course (EOC) and STARR assessments, which introduce an increased rigor of both the assessment and performance standards for all grades, subjects, and courses, WVSD seeks to implement targeted after-school academic interventions specifically designed to support students in meeting and exceeding EOC and STAAR requirements. STAAR TREK will incorporate the following evidence and research-based interventions: 1) **Curriculum aligned** daily learning and academic instruction opportunities that are scheduled Monday—Friday, at least one hour daily that target classroom aligned core subject concepts with a specific focus on EOC and STARR assessment preparation that will include tutoring and hands-on activities with a target EOC and STAAR concepts; and 2) **Research-Based Curriculum Interventions** to effectively target students in most need of academic assistance. Instruction will use several research-based instructional interventions including Study Island (English and Spanish versions) for Reading, Math and Science. The Study Island program combines data-driven progress monitoring tools and differentiated instructional practices to fit effectively within the implementation of interventions.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Valley View ISD has conducted a campus needs assessment for each of the proposed center locations, and shall continue to review a comprehensive needs assessment s twice yearly in order to ensure the continued effectiveness and responsiveness of its Center Service Delivery Plan for each center site. The comprehensive needs assessment process will be overseen by the Program Coordinator, with each site coordinator responsible for assessing the overall needs of the campus, including the identification of key campus staff to interview regarding the needs of the campus, and conducting a thorough analysis of all needs assessment data in order to plan and implement the activities designed to meet the identified needs. Each site's needs assessment will involve the completion of a 52-point Campus Needs Assessment Form, covering each of the four program components: Academic Assistance, Enrichment, College and Workforce Readiness, and Family and Parental Support services. In addition, the assessment will require interviews with key campus staff, the completion of a Meeting Planner form and the completion of additional forms that will help to identify the needs of the overall campus environment as well as those of the program of extra curricular activities. The assessment will also necessitate the creation of campus/agency resource provider lists to further assist in the planning of activities to address identified needs.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

As previously stated, Valley View I.S.D.'s preliminary plan for continuation of 21st CCLC, after-school and summer programs relies upon continued community support and partnerships, local buy-in, technical assistance from TEA, and the increased reliance upon community resources to support the program's implementation. In addition, the district will continue to employ a service delivery model that leverages its funding and program services in order to maximize the positive impacts the 21st CCLC program will continue to have on students and the community at large after the grant ends.

Valley View ISD will continue to work closely with both the City of Pharr and the City of Hidalgo in implementing many of its programs, and will continue its partnerships with both municipalities in its implementation of sustainability programs. The District will also seek additional funding that may be available for the community to continue to offer quality after-school programs. The district's plans for the continuation programs at the end of grant cycle also calls for increased use of available local, state, and federal funding in order to maintain and expand after-school educational programs in the future. This comprehensive service delivery model will leverage educational services, available to students after school and in the Summer through a combination of federal, state and local funding streams, including Title I, Credit Recovery, Student Success Initiative, Bilingual Pre-Kindergarten and Kindergarten, the T-STEM Academy, Grants for Student Clubs, as well as Extended Year and Special Education services.

Valley View has been successful in maintaining a limited sustainability program after the previous (Cycle 6) Grant programming ended. This was made possible through effective long-term planning, commitment of the district to continue servicing its students, individual campuses principals' active partnership efforts in collaborative decision making and program implementation, and continued community support.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108916

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Three of the district's grant planning committee members will go on to serve on the Community Task Force for the 21st CCLC program should Valley View's proposed program receive an award, including the 21st Century Program Coordinator, the Career and Technical Education Director, and the Assistant superintendent for Primary Schools.

The 21st Century Program Coordinator will ensure that the Community Task Force is established. In order to foster continued collaboration, the planned Community Task Force membership will include district's Federal Programs Director, the Finance Director, the T-STEM District Coordinator, campus site coordinators and Family Engagement Specialists, campus principals, parents, students and representatives from various local community-based organizations and/or youth programs, including: the City of Pharr, the City of Hidalgo, the Hidalgo Youth Center, Communities in Schools, the Hidalgo Economic Development Corporation, as well as area business owners. The Community Task Force shall meet at least twice a year, and will be charged with the development of the 21st Century 5-year Strategic Plan, and provide additional guidance as to the program's promotion within the community, the expansion of after-school and summer program offerings, as well as the long-term resource development plan that will identify available funding and collaborative opportunities to help ensure the program's continuation during and after the grant ends. Every effort will be made to ensure that the Community Task Force is reflective of the community in terms of race, gender and ethnicity. Committee members will work together with the community to ensure that services and activities support all educational areas as needed to promote successful school experiences and enrich and expand students' involvement in the community. Coordination efforts will increase services and activities that promote community participation and involvement so that students are productive members of the community.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108916

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The full-time 21st CCLC Program Director will be responsible for managing the day-to-day operation of the program, the supervision and evaluation of staff (including 8 full-time site coordinators and Family Engagement Specialists), and the coordination of all project activities according to each campus needs and the grant timeline. The Project Director has developed a management plan that includes all the necessary elements and control functions to ensure and effective and efficient program implementation. These elements include a staff organizations staff chart with assignments and times for each campus, on-going planning, technical support, financial accountability, human resource management, performance monitoring, evaluation and progress reporting to stakeholders and the Texas Education Agency as well as implementing and coordinating staff training (as needed) in coordination with the Technical Assistance Consultant (TAC) and the Afterschool Centers for Education. The Project Director will visit weekly each of the eight campus and meet with principals, site coordinators and Family Engagement Specialist (FES) and provide them discussion and feedback in regards to academic and program progress activities, student participation and attendance, staffing, budgeting, data collection, and other pertinent information in order to a successful program.

The 21st CCLC Program Director will work closely with the district's Finance and PEIMS Directors and the full-time school site coordinators and FES of each campus to gather baseline measures for all data pertaining to 21st Century program participants. At the district level, the 21st CCLC Program Director will collect all required data from each of the eight site coordinators and will enter and maintain student data into the 21st CCLC Tracking System to include: student grades in core content areas (English/reading/language arts, math, science and social studies), student attendance during the regular school day, student behavior reports and referrals occurring during the regular school day, pre- and post-test assessment data for tutorials offered as part of 21st Century programs, and reports on the types of courses and activities offered, program attendance, staffing information, partnership activities, and reporting information from other funding sources. Additionally, the Project Director will work in coordination with the PEIMS office to ensure that all student information and records are kept confidential, and that all requirements of FERPA are strictly maintained. The Project Director will also contact and work closely with Program Contact Personnel at TEA to ensure integrity of the required data and program compliance.

Site Coordinators will attend all required state conferences and required trainings and facilitate trainings upon their return to their assigned campus staff in order to ensure an efficient and effective program for all stakeholders. Additionally, site coordinators will have all pertinent data for review when meeting with the Technical Assistant Consultant and participate in scheduled conference calls as called upon.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 **Center Name: Valley View Elementary**

9 digit campus ID# **108916102** **Distance to Fiscal Agent (Miles)** **.25 Mile**

Grade Levels to be served (PK-12) **1-4**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	250
Number of Adults (parent/ legal guardians only) to be served:	20

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Valley View Elementary			
9 digit Campus ID #	108916102			
District Name (if different)				
Distance to Center	0 Miles			

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2 **Center Name: Valley View Junior High**

9 digit campus ID# **108916042** **Distance to Fiscal Agent (Miles)** **0 Miles**

Grade Levels to be served (PK-12) **6-7**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	250
Number of Adults (parent/ legal guardians only) to be served:	20

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Valley View Junior High			
9 digit Campus ID #	108916042			
District Name (if different)				
Distance to Center	0 Miles			

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3 **Center Name: Valley View High School**

9 digit campus ID#	108916001	Distance to Fiscal Agent (Miles)	.5 Mile
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Grade Levels to be served (PK-12)	9-12
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	250
Number of Adults (parent/ legal guardians only) to be served:	20

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Valley View High School			
9 digit Campus ID #	108916001			
District Name (if different)				
Distance to Center	0 Mile			

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4 **Center Name: Wilbur E. Lucas Elementary**

9 digit campus ID#	108916104	Distance to Fiscal Agent (Miles)	1 Mile
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Grade Levels to be served (PK-12)	1-4
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	220
Number of Adults (parent/ legal guardians only) to be served:	18

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Wilbur E. Lucas Elementary			
9 digit Campus ID #	108916104			
District Name (if different)				
Distance to Center	0 Mile			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108916		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 5	Center Name: Valley View North Elementary		
9 digit campus ID#	108916103	Distance to Fiscal Agent (Miles)	.5 Mile
Grade Levels to be served (PK-12)	1-4		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:		250	
Number of Adults (parent/ legal guardians only) to be served:		20	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	Valley View North Elementary		
9 digit Campus ID #	108916103		
District Name (if different)			
Distance to Center	0 Miles		
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 6	Center Name: Valley View South Elementary		
9 digit campus ID#	108916105	Distance to Fiscal Agent (Miles)	2 Miles
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:		175	
Number of Adults (parent/ legal guardians only) to be served:		15	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	Valley View South Elementary		
9 digit Campus ID #	108916105		
District Name (if different)			
Distance to Center	0 Miles		

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Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7 **Center Name: Valley View 5th Grade Campus**

9 digit campus ID# **108916106** **Distance to Fiscal Agent (Miles)** **0 Miles**

Grade Levels to be served (PK-12) **5th Grade**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total

Number of Regular Students (attending 45 days or more per year) to be served: **228**

Number of Adults (parent/ legal guardians only) to be served: **18**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Valley View 5 th Grade Campus			
9 digit Campus ID #	108916106			
District Name (if different)				
Distance to Center	0 Miles			

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8 **Center Name: Valley View Early College Campus**

9 digit campus ID# **108916041** **Distance to Fiscal Agent (Miles)** **2 Miles**

Grade Levels to be served (PK-12) **8-9**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total

Number of Regular Students (attending 45 days or more per year) to be served: **230**

Number of Adults (parent/ legal guardians only) to be served: **20**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Valley View Early College Campus			
9 digit Campus ID #	108916041			
District Name (if different)				
Distance to Center	0 Miles			

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TEA Program Requirement 3: Center Operation Requirements**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9

Center Name: N/A

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.****Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:****Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10

Center Name: N/A

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.****Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:****Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Valley View ISD is a Title I district where fully 85.34% of students have been identified as economically disadvantaged and come from families that lack access to affordable after-school "care" programs for their children. Over 50% of our students have no one at home between the hours of 3 pm and 6 pm, and would have no adult supervision during these times, or during the summer months, in the absence of 21st CCLC programs. In addition, 69.78% of all students have been identified as at-risk, and 58.82% of our students are Limited English Proficient (LEP) with 99.80% of families being of Hispanic origin. Student performance in End of Course (EOC) and STARR further supports the continuation of an intentional and effective after-school program that will extend, reinforce and enrich the instructional program. EOC and TAKS data indicates a high level of need for both extended-day and enrichment activities designed to improve academic performance.

The full-time site coordinators are primarily responsible for implementing the 21st Century Program at their assigned campus. The site coordinators are responsible for providing support to their campus and the full-time Project Director in the implementation of the 21st Century program and to plan and initiate identification of students, school enrollment, school attendance and opportunities for academic success of students and the 21st Century Program. This includes working with all vendors, partners and stakeholders as well as linking the students and their families to activities and community services. In addition to the services delivery plan, the site coordinators will work closely with their campus staff and administration in assessing the overall needs of the campus to develop a campus needs assessment in order to plan and implement the activities designed to meet the identified needs. The site coordinators will play a critical role in the recruitment efforts by working closely with the FES, teachers, counselors and principals of their campus to identify those students with the greatest need for academic remediation and enrichment activities. At the secondary level, they will work together with 21st CCLC staff to address workforce readiness activities and to align TEKS, College Readiness Standards and curriculum that supports 21st CCLC activities. The site coordinators and FES from each campus will also assist the counseling department in making presentations to parents as a part of the programs overall recruitment efforts. Additional promotion and recruitment will take place through the district newsletter, program brochures/flyers, in-school announcements and parent meetings.

As previously mentioned, the success of the 21st CCLC Program relies heavily on data collection and analysis as well as continuous communication and collaboration between and amongst all stakeholders. Students will be referred to after-school tutoring services at a school site by classroom teachers, counselors, and/or parents. Referral forms will identify areas of special needs for each student based on classroom and/or benchmark performance and additional testing data. The site coordinator will compile 3rd-week progress reports, six-weeks and semester grading data in order to monitor student progress. The site coordinators and Family Engagement Specialists will play a critical role in the recruitment efforts who will work closely with the teachers, counselors and principals of their campus to identify those students with the greatest need for academic remediation and enrichment activities. At the secondary level the site coordinators will also work with the counselors to identify those students in need of workforce readiness and college readiness activities. The coordinators from each campus will also assist the counseling department in making presentations to parents as a part of the programs overall recruitment efforts. Additional promotion and recruitment will take place through the district newsletter, program brochures/flyers, in-school announcements, PTA/PTO meetings and district-wide events.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Valley View ISD is a rural district where fully 94.83% of students have been identified as economically disadvantaged and lack access to affordable after-school "care" programs for their children, the provision of transportation services is critical to student safety and participation. Over 50% of our students have no one at home between the hours of 3pm and 6 pm, and would have no adult supervision during these times and during summer months as their parents are working. 21st CCLC programs will fill a critical void in ensuring that the students have a safe and structured educational setting that will lead to increased academic achievement, and help to keep them out of trouble. In addition, 99.80% of families district-wide are Hispanic, and 58.82% of enrolled students are Limited English Proficient (LEP). 69.78% of all students are identified as at-risk, with EOC and STAAR data also demonstrating a high level of need for both extended-day and enrichment activities designed to improve student achievement. Through 21st CCLC, the district will provide: transportation, academic activities that target students in need of academic assistance, enrichment and quality T-STEM, and career and college oriented instructional activities to improve student performance in a safe, drug-free environment.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Valley View ISD buses will provide transportation services for all participating students of both after-school and summer academic, enrichment and college and workforce readiness activities. In addition, the district provides transportation assistance and other support services to families participating in adult education, family literacy and similar activities provided through the 21st CCLC program. As Valley View ISD is a rural school district where over 85.34% of the families served have been identified as economically disadvantaged, the provision of transportation services has proven critical to the student participation, "regular" attendance and overall success of all 21st Century CCLC program offerings.

Valley View ISD's marketing and promotional plan for the program incorporates a variety of strategies in order to encourage community support and awareness. Valley View's 21st Century planning committee has designed these activities to ensure and foster regular and on-going communication of its after-school programs: 1) The district web page contains information regarding the 21st CCLC program regarding center locations, types of programming, hours of operation, and contact information, 2) A brochure for distribution to community and/or business leaders, as well as additional stakeholders, 3) Public service announcements and press releases, and 4) Monthly Title I / 21st CCLC District-wide parent meetings. All communications designed to reach parents and family members will be made in dual language, Spanish/English formats to ensure that all members of the Valley View ISD community are included. In addition, all materials will be made available in accessible formats for individuals with disabilities.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Site coordinators will conduct an analysis of all 21st CCLC programs and track the progress towards management targets/goals. A variety of indicators will be used for these purposes, including: progress reports, PEIMS reports, attendance rosters, lesson plans, activity reports, benchmark results, End of Course, STAAR and failure reports. Site coordinators will also gather all required data as required by the grant and input all data into the TX21st Tracking System in accordance with due dates. Site Coordinators will attend all required state conferences and required trainings and facilitate trainings upon their return to their assigned campus staff in order to ensure an efficient and effective program for all stakeholders. Additionally, site coordinators will have all pertinent data for review when meeting with the Technical Assistant Consultant and participate in scheduled conference calls as called upon.

Valley View ISD will provide 15 hours of quality researched-based and aligned after-school instruction and/or academic assistance, enrichment, family and parental support, and college and workforce readiness activities through the eight planned centers throughout the school year, as well as four weeks of 21st CCLC activities during the summer. The program has been designed to offer students, grades 1 through 12, T-Stem academic and college and career readiness instructional activities that target technology and the core areas of reading, math, science and social studies in accordance models, design experiments and solve problems in a challenging yet fun environment where real learning becomes a by-product of this hands-on approach to instruction. Through the use of real-world applications, such as in robotics and engineering, the curriculum promotes and develops student knowledge and skill level in all core content areas while emphasizing the target areas of math and science, where the district's state assessment scores need the most improvement with a well thought out and planned curriculum. Every activity is specifically designed to address TEKS, EOC and STAAR, and at the same time utilizes innovative and fun strategies designed to engage students at each age-level. Relying on a broad range of tools and sophisticated manipulatives, these structured activities compel students to build a strong knowledge-based foundation.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Valley View ISD seeks to implement after-school programs that do not simply duplicate or extend the school day, but instead offer high-interest alternatives that supplement school-day learning in a variety of ways. Through the implementation of its 21st CCLC program, the district seeks to bridge the after-school and the school day, but emphasize the importance of protecting the unique after-school environment from becoming too much like school, which has been cited as an important objective of effective after-school programs (Noam, Biancarosa, & Dechausay, 2003). In this model, a balance is sought between “**extended learning**” and “**enriched learning**,” the former tightly aligned with the school day in the form of tutoring and/or homework help, and the latter more flexibly aligned with the school day and taking many forms, including project-based learning and hands-on activities. This flexible approach relies upon innovative teaching strategies, as well as technology-based, hands-on activities **aligned with student interests**. In this vein, the district will be increasing course/activity offerings that increase college and workforce readiness and provide relevance in science, engineering and math, and in technology exploration in the areas of instructional television, telecommunications, and other computer-based exploration connected to the regular curriculum. Academic assistance/tutoring will have a ratio of 10 students to one teacher (targeting LEP and students most in academic need) and the enrichment and remaining components will have a ratio of 22 to 1. On-going monitoring and data analysis will ensure fidelity of the program design and implementation.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure that we implement an effective and successful 21st CCLC program, each campus site will be staffed with a highly qualified Family Engagement Specialist (FES) whose primary responsibility is to promote and ensure relevant, engaging and high quality programming and educational activities for its students and parents. The FES will work collaboratively with the campus administration, counselors, campus site coordinator and the Project Director to identify, recruit and retain those students who are most in need of educational assistance in the core area subjects. As part of this endeavor, the Family Engagement Specialist will collaborate with the full-time campus Community Aide at each respective site to monitor daily program student attendance, visit students home to explain and promote the 21st CCLC student and family available activities, report problems observed in the home to the counselors, become familiar with the school services and community social agencies that can provide assistance to the families with particular problems.

The Family Engagement Specialist will also plan, facilitate and promote 21st CCLC program parent meetings at campus, district-wide and PTA/PTO meetings with invitations, agendas and sign-in sheets. In collaboration with the campus community aide, the FES will invite parents and community members for a campus tour to observe the 21st CCLC program, to observe Title I activities in the school such as computer labs, counseling sessions, and bilingual classrooms. Additionally, the Family Engagement Specialist will assist the campus administration and campus site coordinator in monitoring and managing the fidelity of implementation for all proposed programming and interventions in order to achieve program success.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As part of Valley View's collaborative "team approach" to successfully implementing the 21st CCLC program, the Family Engagement Specialist will be an integral part of each campus learning center will work in close collaboration with the campus administration, campus coordinator and project to director to recruit students and families through extensive program marketing and outreach to ensure and foster regular and on-going communication of its afterschool programs by 1) the use of the district web to promote 21st CCLC programming, center locations, hours of operation, and contact information; 2) the use of flyers, brochures, and the district newsletter for distribution to students, parents, care givers, teachers, and the community; 3) public service announcements and press releases; 4) monthly Title I / 21st CCLC District-wide parent meetings; and 5) the use of teacher and counselor recommendations and student and parent surveys.

All communications designed to reach parents and family members will be created in both English and Spanish formats to ensure that all members of the VVSD community can access the information. The Family Engagement Specialist will utilize announcements, letters to the parents, and personal invitations to students and parents to further solicit participation. The FES in collaboration, support and direct participation from the 21st CCLC Project Director and Campus Site Coordinator will play a critical role in the recruitment efforts by working closely with the teachers, counselors and principals of their respective campus to identify those students in most need of academic support services. To supplement recruitment efforts, the Site Coordinator from each campus will also make presentations at various school events and functions including PTA/PTO meetings, Back to School Night, student assemblies, in-school announcements, and all campus staff meetings.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In consideration of Valley View's parents' work schedules and in order to engage and support parents in their children's learning, the District will offer various opportunities in offering several family engagement activities that will provide parents insight into what their children are learning and how they are doing in school while at the same time gaining knowledge of how to be more supportive and encouraging to children that will include: **1) Reading Program**, Monday – Friday, 1st Hour of programming, parents will have the opportunity to read along side their child to promote reading literacy as well as use the library computers; **2) Adult English Lessons**, Tuesday & Thursday, 6:00PM – 7:00PM offered at the High School that will provide parents of student participants the opportunity to learn English which will enable to parents to better communicate with their child's teachers and to effectively support student learning at home; **3) Adult Citizenship classes** – Tuesday & Thursday, 6:00PM – 7:00 PM offered at the High School that will assist adult participants with knowledge and skills in preparation to take their U.S. Citizenship test; and **4) Computer Literacy classes**—Tuesday & Thursday, 6:00PM – 7:00PM offered at High School that will provide adult participants the opportunity to learn basic computer competencies and skills that will enable them to communicate with their children's teachers and access the district parent portal to view their children's school assignments and grades.

Using the respective campus counselors and Family Engagement Specialist as additional resources they will provide parenting classes as needed and financial aid night for parents of program participants will be offered in collaboration with the high school's financial nights calendar. Additionally, parent surveys will be conducted twice a year to ensure that their program needs are being met.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 108916

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108916

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108916

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108916

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 108916

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 108916

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the [Applying for a Grant](#) page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 0

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating: 0

Total nonprofit students participating: 0

Total nonprofit teachers participating: 0

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 108916

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery N/A**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1	N/A	1	N/A
2		2	
3		3	
4		4	
5		5	

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